

**THE INFLUENCE OF WORK AND SOCIAL ENVIRONMENTS UPON THE
BEHAVIOR OF TWO HIGH LEVEL GROUPS**

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**Thesis submitted to the Faculty of the Graduate School of the University
of Maryland in partial fulfillment of the requirements for
the degree of Doctor of Philosophy**

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CHAPTER I

THE EVOLUTION OF A POINT OF VIEW

In the past quarter of a century a considerable change has taken place in the philosophy of administration and management. This new viewpoint has probably been crystallized as a function of changing emphases in the social sciences. The evolution of modern administrative philosophy can best be understood by giving attention to the trends in psychological, philosophical, and economic thinking. The thinkers in these three fields began to feel the urge to turn their efforts toward means of discovering workable hypotheses of behavior. Economists had been forced to look at the wide separation in understandings between management and the workers.

Most economists do not go further back than the early handicraft era in their discussions of technological changes and their effect upon changes in social attitudes. In the Middle-Age communities, the craftsmen recognized a close relationship between the amount of effort put forth and the amount of reward received. The craftsman was the owner of his tools, materials, time, effort and his place of work. As industrial technology improved and machine technology became practically universal, the social attitude of the worker changed. This change had a definite effect upon the efficiency of the worker. In the evolving industrial civilization the worker gave up his tools, his place of work and his general skills to management who required special skills involving a minimum of time and

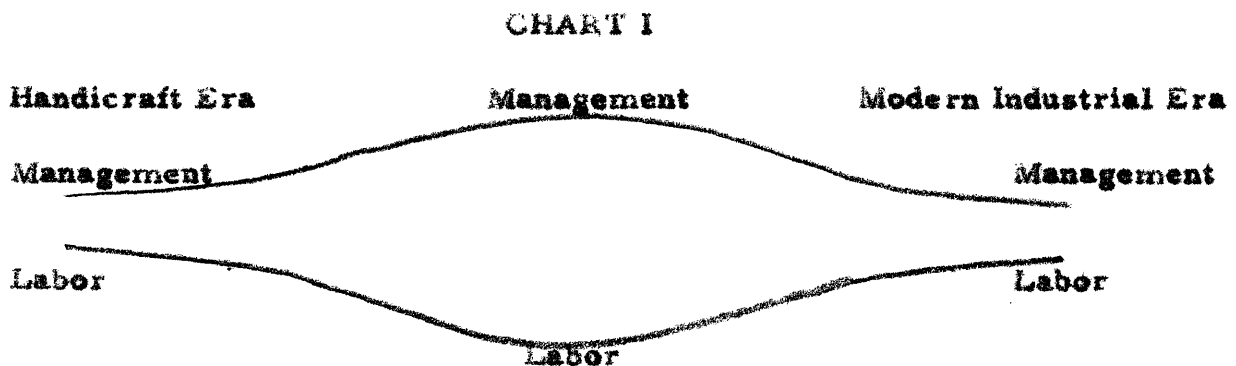
effort to learn. Since these three important variables were placed in the hands of management, the security of the worker also was there. As plants grew larger, the distance between the worker and management became greater. The apparent lack of relationship between employee and employer, and in many situations the lack of sensitivity on the part of management to foresee the material and psychological needs of the workers resulted in the following:

- (1) Formation and organization of labor unions.
- (2) Realization by management of the need to examine the industrial society for clues that assist in more effective production.

The Yankee City Series of studies have documents showing what happens to workers who have experienced home rule ownership and are then subjected to an absentee ownership management.¹ Data indicate that as the worker became farther and farther away from administration in space as well as ideas and identification, the more confused and apprehensive he became. The Yankee City Study was made because the workers, for the first time in the history of the company, had unionized and had gone on strike. The data compiled on the frustrations of the workers were of sociological and psychological importance, for they pointed out the kind of group behavior which resulted from the wide gap between the labor force and management. The early attempts used to bridge

¹Josiah O. Low and William L. Warner, Yankee City Series, Vol. 4 Yale University Press, New Haven, 1947.

this gulf resulted in chaos for both labor and administration. This type of chaotic condition can be noted time and time again in the transition period between the handicraft era and the newer industrial trends. Industrial management persons are now beginning to realize that to ignore the human equation within an organization is to ignore that function which is largely responsible for effective operation. A graphic representation of the evolutionary trends in phases of labor-management relationships can be seen in Chart I:



Some of the factors contributing to the changes in the relationships between management and labor as far as the human element is concerned are:

1. The tendency toward urbanization.
2. The tendency toward capitalization.
3. The evolution of political philosophies.
4. The advancement of communication and transportation methods.
5. The evolution of educational philosophies and methods.
6. The increase in productivity.
7. The legislative and judiciary acceptance of labor unions.

An examination of the implications of Chart I indicates a return of a management - labor relationship in terms of the human element in the modern industrial era that approximates the relationship of the handicraft era. Although the modern industrial plant is large and will probably continue to grow, managements are looking toward means of bringing about psychological satisfactions realized by the skilled worker in the handicraft era. The so-called trend of humanizing management has resulted in numerous studies of interpersonal relationships and their significance in management efficiency.

This period of economic development made ready a general atmosphere for the inception of new psychological theories. Wundt and Titchiner had conceived of the function of psychology as the study of the elements of the "intact human mind." To many psychologists this structuralistic theory provided a non-practical, narrow concept. Heidebreder states:²

Throughout the United States there was a widespread disposition to listen to the doctrine that the business of the psychologist is not necessarily limited to the minute dissection of states of consciousness.

With this type of thought developing in psychological circles, one is not surprised to note new avenues of approach. Efforts began to take on the characteristic of studying behavior for the purpose of not only developing a body of knowledge but also for the purpose of its

²Edna Heidebreder, *Seven Psychologies*, D. Appleton - Century Co., Inc. New York and London, 1933, pp. 205.

eventual practical application. The emphasis began to lie in experimental work in the areas of educational psychology, child psychology, animal psychology, individual differences and mental development. To these areas and many more came the contributions of bodies of theory developed by several "schools" of psychology.

The contributions of the school of functionalism with its biological emphasis on the investigation of the function of the mind rather than its structure, is an example of the trend of new thinking. Under the leadership of John Dewey and James R. Angell at the University of Chicago, the "functional group" became interested in how processes work, rather than what they are. Their notion and study of adaptive behavior was a cornerstone for future research.

John B. Watson's school of behaviorism brought the thinking of psychologists around to the study of behavior from an objective standpoint. The behaviorists were interested in any form of behavior as long as it could be observed. Watson's remarks about emotional responses, for example, indicate that this type of behavior is a result of conditioning. Keller, in his explanation of Watson's stand on this issue, states:³

The more specialized and coordinated emotional display of adults was attributed by Watson to the development and elaboration of these unlearned patterns of infancy; and he maintained that the great variety of objects and situations known to call out emotional reactions in later life were to be explained by reference to the principle of "conditioning."

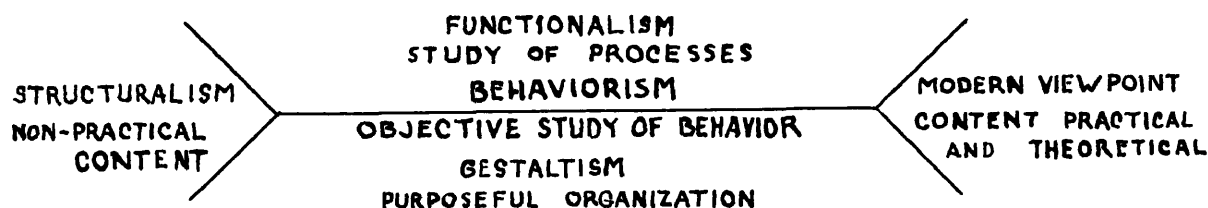
³Fred S. Keller, *The Definition of Psychology*, D. Appleton Century Co., Inc., New York and London, 1937, pp. 67

Max Wertheimer's school of "Gestalt" psychology contributed further to the newer psychological concept. Although, in the eyes of the writer, the greatest contribution of this school was in the field of perception, the underlying basis for the theory had impact upon other areas. One can find in social psychological readings, for example, the use of the Gestalt term "closure". Closure has come to mean, outside of the field of perception, the idea of bringing to completion something that has been started. Applied psychologists have, in experimental work, found that individuals become frustrated when they do not see their tasks being drawn to completion. They, therefore, do not sense the satisfaction of "closure". Koffka, a well known Gestaltist, produced considerable experimental work on "insight" and with other psychologists has shown the possibilities of purposeful organization. Considered a Gestaltist and also the founder of "Organismic Psychology" is Raymond H. Wheeler. Wheeler's contributions to the field of learning have been utilized extensively. He developed the concept of "pacing" which refers to "adjusting the task to the learner's present level of capacity (his level of insight), increasing the difficulty of the task as the learner grows.⁴ His definition of human capacity is tied in closely with maturational factors. In brief, he postulated that capacities are the result of maturation, but that stimulation has the effect of

⁴Ernest R. Hilgard, *Theories of Learning*, Appelton-Century-Crofts, Inc., New York, 1948, pp. 239

inducing maturation. Wheeler proposed, also, that if rewards are to be effective they must be identified with the goal.

With the background of various schools of psychology behind them, most modern psychologists define their field as the science that is mainly concerned with the study of behavior for the purpose of (1) securing a scientific body of knowledge (2) predicting behavior (3) modifying behavior. One seldom finds a modern psychologist who adheres to any specific "school" of psychological thought. The diagram below shows the evolution of some of the major schools of psychology into modern psychological thinking:



About this time John Dewey made a substantial addition to the study of behavior when he opposed the acceptance of stereotyped ideals and proposed the use of the experimental method.⁵ Dewey presented a pragmatic philosophy which sought for the development of a realistic recognition of natural facts and conditions that were free from the biases of idealism. He did not, however, go along with the strong mechanistic viewpoints of Watson. Dewey seemed to anticipate the behavioristic concept of behavior

⁵ Arthur Kenyon Rogers, *A Student's History of Philosophy*, MacMillan Co., New York, 1934, pp. 479-480

and advised that students in this field consider a better rounded viewpoint than the one expressed by mechanistic theories. His viewpoint stressed the need for careful social planning which takes into consideration intelligence and foresight.

Dewey spoke in practical terms about social efficiency by saying:

Translated into specific aims, social efficiency indicates the importance of industrial competency. Persons cannot live without means of subsistence; the ways in which these means are employed and consumed have a profound influence upon all the relationship of persons to one another.

He then continues by stating:⁶

In the broadest sense, social efficiency is nothing less than that socialization of mind which is actively concerned in making experiences more communicable.

Dewey's influence spread and society felt the impact of this new realistic philosophy.

The review of the above thinking reveals many variations of approach to the problem of the prediction of behavior. This variation in thought has enriched the possibility of reaching more accurate definitions of group activity. Today the majority of leaders in the social science areas are advocates of theories of multiple causation. They seem to believe that only by blending and considering all of the contributions of social science can a reasonable solution be reached. The general concept is that behavior is a result of many variables, each of which must

⁶John Dewey, *Democracy and Education*, the MacMillan Co., New York, 1916, pp. 139

be considered before an adequate understanding can be reached.

The literature pertaining to this problem assumed one or combinations of several designs. The attitude surveys and opinion polls have attempted to seek the individual's own evaluation of factors of pleasantness and unpleasantness in the work situation. These surveys have included attitude scales of the Thurstone⁷ design, questionnaires, structured and unstructured interviews and combination of all of these.

All of the studies have been directed toward discovering what the key motivators of effective group behavior are and to discover means of manipulating these factors in a manner that will lead to goal oriented behavior. The examples that follow are pioneer and often mentioned investigations in morale.

In a study reported by Hoppoch and Spiegler, the following factors were mentioned as reasons for liking the job:⁸

TABLE 1

<u>Factor</u>	<u>Number Mentioned</u>
(1) Associates	28
(2) The work itself	24
(3) The boss	11
(4) Variety	9
(5) Freedom in work	8

In this investigation, Hartmann and Newcomb state: "the informal interviews made no attempt to question each person about each

⁷ J. P. Guilford, "Psychometric Methods", McGraw-Hill Co., Inc., New York and London: 1936, pp. 161-163

⁸ Robert Hoppoch and Samuel Spiegler, "Job Satisfaction: Research of 1935-37", Occupations, pp. 636-639, 1938

item."⁹ This study appeared to show the importance of factors other than salary in job satisfaction. The validity of this research, however, can be questioned since the investigator accepted the reasons given as actual and significant causes of satisfaction. The writer feels that one cannot accept such data without question, because of the superficial manner in which the research was carried out.

J. David Houser investigated in a general manner the employees in a large organization. He described twelve factors in order of importance in work satisfaction.

TABLE II¹⁰

- (1) Receiving help necessary to get results expected by management
- (2) Being encouraged to offer suggestions and to try out better methods
- (3) Being able to find out whether work is improving
- (4) Reasonable certainty of being able to get fair hearing and square deal in case of grievance
- (5) Certainty of promotions going to best qualified employees
- (6) Encouragement to seek advice in case of real problems
- (7) Being given information about important plans and results which concern the individual's work
- (8) Not being actually hampered in work by superior
- (9) Being given reason for changes which are ordered in work
- (10) Not getting contradictory or conflicting orders

⁹G. W. Hartmann and T. Newcomb, "Industrial Conflict: A Psychological Interpretation", The Condon Co., New York: 1939, pp. 117

¹⁰J. David Houser, "What People Want from Business", McGraw-Hill, New York: 1938

- (11) Being given to understand completely the results which are expected in a job
- (12) Likelihood of pay increases from time to time

This study suffers from the same lack of depth in the research design as the previously mentioned study. The study did involve a larger sample than Hoppoch and Spiegler's investigation, however.

In 1939, S. J. Fosdich reported a summary of a study concerned with various factors in morale. An employee poll reported the factors as follows according to importance in work satisfaction:

TABLE III¹¹

- Credit for all work done
- Interesting work
- Fair pay
- Understanding and appreciation
- Counsel on personal problems
- Promotion on merit
- Good physical working conditions
- Job security

Fosdich's poll also lacked all of the dimensions that the writer believes necessary for adequate research in this area. The tendency seemed to be, in the majority of studies of this nature, to construct attitude scales or conduct employee polls in order to determine the factors important to work satisfaction. Little or no effort was spent in the validation of these factors. The results of these studies did, however, bring out the inclination that factors of a personal nature accounted for satisfaction in work.

¹¹Hartmann and Newcomb, op. cit., pp. 117-118

The classical studies of Mayo and Roethlisberger at the Hawthorne Plant of Western Electric were directed toward the investigation of determinants of worker morale and productivity. The studies were concerned in the largest part with hourly paid workers using direct observation of experimental groups and a general interviewing procedure as methods of investigation. These studies revealed that when favorable meanings were attached to the changes in environment, productivity tended to increase. The studies also showed that increased production occurred as a function of the fact that the experimental groups were being shown considerable attention.¹²

The most recent work of Rensis Likert for the Life Insurance Sales Bureau compared productivity with morale. These studies appeared to be well organized in the area of hourly paid employees and seemed to reveal that insightful supervision of this kind of worker was an important determinant of morale.¹³

Other studies involving the nature of leadership (i. e., autocratic vs. democratic) have indicated and pointed to the superiority of group decision over one-man decisions in favorably changing group behavior.¹⁴

¹²Hartmann and Newcomb, op. cit., pp.

¹³"Productivity, Supervision and Employee Morale", Survey Research Center Study No. 6, University of Michigan, Nov. 22, 1948

¹⁴Kurt Lewin, "Group Decision and Social Change", Readings in Social Psychology, ed. Newcomb and Hartley, Henry Holt and Co., New York: 1947, pp. 330-344

Bavelas, for example, showed that when the group set its own level of performance, production was more effective.¹⁵

Elton Mayo's study in the area of teamwork and labor turnover in an industrial setting in Southern California resulted in the formulation of the following conclusions:¹⁶

- (1) Associative groups or teams will be formed among workers except under conditions of extreme instability.
- (2) Management, therefore, has no need to concern itself with the question of whether or not such groups should be formed
- (3) Management's problem is to make it possible (establish a 'climate') for strong teams to develop and tie themselves with personal satisfaction, into the objective of the total enterprise. In doing this, management must be aware of the results of breaking up satisfied teams in an arbitrary manner because the processes and techniques of production seem to make such a move expedient.
- (4) It must be recognized that the technically outstanding worker selected for work leadership in promoting understanding of management's over-all purposes is not necessarily recognized as a team leader by the workers.
- (5) Attention by management to organization of teams will result in group initiative and participation with management in securing accomplishment of tasks that had previously been performed by management alone.

In 1939 and 1940, Lippitt and White conducted an experimental study of leadership and group life.¹⁷ The study pointed out some of

¹⁵ Norman Maier, "Psychology in Industry", Houghton-Mifflin Co., Boston: 1946, pp. 264

¹⁶ Elton Mayo, "The Social Factors of an Industrial Civilization"

¹⁷ Theodore M. Newcomb and Eugene L. Hartley, Readings in Social Psychology, Henry Holt and Co., New York, 1947, pp. 315-330

the interdependencies of the roles of leadership, group composition, and the personality structure of the members of the groups. According to the interpreted summary of Newcomb and Hartley, et al:¹⁸

The adult leader role was found to be a very strong determiner of the pattern of social interaction and emotional development of the group. . . . It was clear that previous group history (i. e. , preceding social climates) had an important effect in determining the social perception of leader behavior and reaction to it by club members. A club which had passively accepted an authoritarian leader in the beginning of its club history, was much more frustrated and resistive to a second authoritarian leader after it had experienced a democratic leader than a club without such a history. There seem to be some suggestive implications here for educational practice.

There have been many ideas and hypotheses proposed in the area of worker satisfaction that should be considered in an investigation of this topic. Most of these ideas and assumptions throw light on the subject and have provided the writer with deeper insights regarding the problem. Many of these experiences and ideas need substantial evidence to clarify their validity.

Albert L. Lindel reports in his article entitled "Sources of Morale in the School" that certain differences can be detected between schools with low morale and schools with high morale. He states the following:¹⁹

. . . .in schools with low morale, the principal does not know the needs of his people; the principal is not sure of where he is going; the teachers are not sure of where they are going; and the teachers seem to refuse to try new, unwelcome, or unfamiliar plans or proposals. . . .In schools with high morale, the principal may not be sure

¹⁸Newcomb and Hartley, op. cit., pp. 329-330.

¹⁹Albert L. Lindel, "Sources of Morale in the Schools," *The Phi Delta Kappan*, Nov. 1949, pp. 155-157.

that the goal toward which he is arriving is the right one, but he has at least defined a goal and believes in it.

This report appears to be based upon the experience of the author and not upon data gathered under conditions of organized research.

Alexander R. Heron speaks highly of the need for effective democratic administration. He states: ". . . administration must believe in the right and ability of the worker to share in the task of thinking and planning. It must demonstrate this belief that every level is its own hierarchy. The second is the acceptance of workers into the thinking partnership must never be artificial or dramatic."²⁰

Dr. Frederick W. Gershimer points out in his article "A Psychiatrist Works at Human Relations in Industry" the following:²¹

Some common misconceptions: First, we put too much emphasis on clever ideas. Second, when men have produced results in one field of endeavor we tend to assume that they are experts in all others whether or not they know anything about such other fields. This can be highly dangerous. Third, we tend to confuse material security with emotional security. Everybody these days is thinking about security, and we should be, but the very importance of security should make us take special care to be realistic in our thinking about the subject.

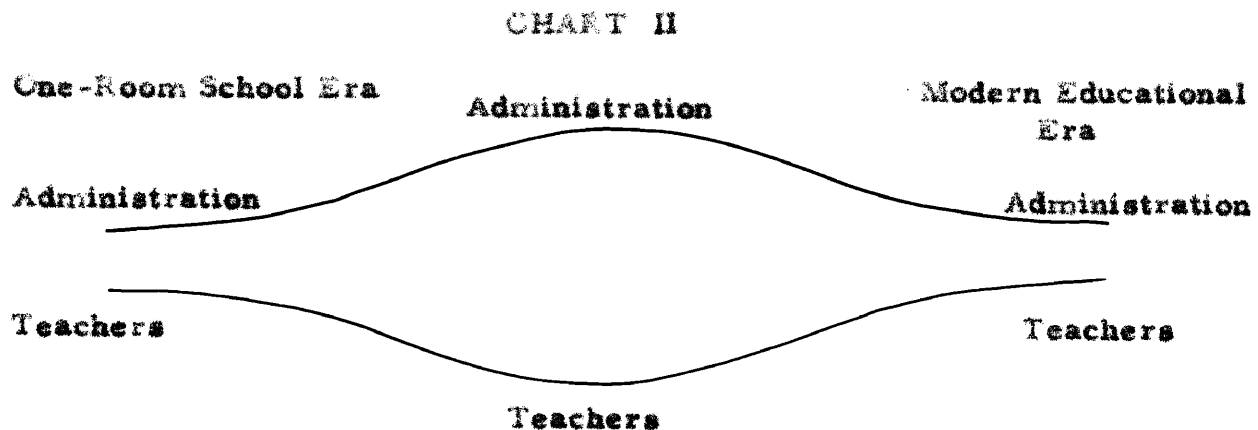
The studies and publications mentioned have shed considerable light on possible factors of significance in effective group behavior as well as having brought to focus the relative effectiveness of various methodologies used to investigate these factors. There is need, how-

²⁰ Alexander R. Heron, "Why Men Work", Stanford University Press, Stanford, California.

²¹ Frederick W. Gershimer, M.D. "A Psychiatrist Works at Human Relations in Industry," Personnel, Sept. 1949

ever, for an intensive study of the variables influencing morale in professional and executive positions. Although some of the present approaches used in studies of hourly paid workers may be applicable in this situation, other approaches seem to be needed in order to include more of the fundamental facets of higher level group participation.

In this chapter, a discussion of viewpoints in philosophy, psychology and economics which have had their effects upon modern management has been reviewed. The industrial administrator has been forced by labor (frequently in the face of chaos) to attend to factors of human relationships. In some few instances, when management was aware of these principles, labor-management difficulties were avoided. Specifically, the writer firmly believes that educational administrators are now facing the same issues that industry has struggled with for a number of years. To parallel the educational administrator - teacher relationship and the labor-management relationship as expressed in Chart I, the following diagram is presented:



Back in the days of the one room school, the teacher did most of

her own planning. There was no involvement in communication between principals, vice-principals and other teachers. The teacher of fifty or sixty years ago was generally in charge of her own affairs. As the school population increased, there came a need for the further organization of administration. There was a great increase in the number of teachers, many of whom became specialized in certain fields. More teachers were needed to be trained, hence bigger and more highly structured teachers colleges were developed. In general, as the educational system became more complex, the gap between the administrator and the teacher became larger. Communications became weak and in some instances distorted. It is the writer's belief that the gulf between administration and instruction has not been closed as far as it could be. It is also the writer's assumption that the administrators of educational institutions can close the gap themselves by an alert look into the factors that bear on group behavior or allow the gap to be closed by educational unions of force comparable to the labor union.

It is the hope of the writer that educational administrators who read this study will find helpful information that will provide insights and guides for successful leadership in their own institutions.

CHAPTER II

STATEMENT OF THE PROBLEM AND PLAN OF INVESTIGATION

The purpose of this study is to make an intensive investigation of the work environment and social environment of high level groups with the intention of determining certain factors in these environments which tend to influence the behavior of the groups. The study has the additional purpose of utilizing the information provided from the results by assisting the educational administrator to develop a more adequate understanding of group activity.

The plan of investigation was oriented toward finding relationships between group patterns of behavior and the factors precipitating the behavior. Two organized groups, ranging from fifteen to forty-five members, were chosen for the study. The groups were equated on two variables, namely, all members were college graduates and all were employed in professional and other high level positions. The writer felt that as a result of such a study, information would be provided for the development of insights for use in facilitating group effectiveness in educational institutions.

The plan of investigation consisted of: (1) the development of the writer's viewpoint based on the philosophical, psychological and economic thinking the past twenty-five to fifty years with regards to human relations and effective group behavior; (2) an investigation of research concerned with group effectiveness; (3) the presentation of data concerning

the work environment and social environment of the groups studied; (4) an interpretation of the data; (5) a consideration of the results of the study in terms of practical application to educational administration.

The development of items (1) and (2) have been discussed in Chapter I of this paper. An explanation of item (3) which deals with the presentation of data will now be discussed. In the study of the work and social environments, the same research design was used for each of the groups studied. The data were always collected with the thought of finding meaningful factors in group behavior. In order to investigate objectively the work environments of each group, an analysis of responsibilities was made of all individuals included in the research. This analysis was made for the purpose of establishing rapport between the participants and the writer; providing information regarding work loads and interpretations of responsibilities, etc., and for the purpose of reviewing the imposed policies and regulations placed upon the personnel. The administrators in both areas stressed the importance of cooperation in this project since the results would be utilized in the planning of work loads, etc. An example of the communication sent out to all group members can be seen in the Appendix. The responsibility analysis booklets for both groups can also be located in the Appendix. Following the completion of the analysis booklets, interviews were conducted with all participants for the purpose of clarifying questions that may have arisen as a function of the analysis of responsibilities. The information provided at this time was recorded by the writer

and remained confidential. Another aspect of the work environment was investigated by using the Group Dimensional Rating Scale which was developed by the writer for the purpose of examining environmental structure. Employing the group descriptions of Sanford and Hemphill¹ in the Scale, the writer found that an indication of favorable environmental conditions could be made.² A copy of the Group Dimensional Scale is included in the Appendix.

In order to study objectively the social environment of both groups, follow-up interviews were scheduled and directed toward improving working relationships and the general over-all effectiveness of the organization. These interviews remained voluntary and the information provided by each participant was kept confidential. Individual personal records were kept to provide data on behavior patterns of the participants during the course of the study. Records were also kept of all grievances and frequencies for each grievance were tallied in order to determine significant disturbances in the group. Reference can be made to the Chart of Grievances, Chart VI in Chapter III and Table VII in the Appendix.

The phases of the research which deal with the elements of interpretation and application of results will be discussed in later chapters.

All of the aspects of this research were designed to meet the

¹ Filmore Sanford and John K. Hemphill, *Psychology for Leaders*, University of Maryland, College Park, Maryland, 1948

² Refer to Chapter IX, Pages 1-29

standards set by Hartmann and Newcomb in their proposal of a workable set of criteria for designs of group investigations.³ These criteria are that the design must give opportunity for the individuals to express their feelings on a large number of points (ie. hours, superiors, etc.); must give opportunity to call attention to specific sore spots; must allow for the production of a healthy cathartic effect upon the persons involved in the study; must produce material of practical significance.

In summary, two organized groups were studied for the purpose of determining factors in the work or social environments which effected the behavior of the groups. It is the hope of the writer that the interpretations made of the data will provide meaningful material for educational administrators.

³G. W. Hartmann and T. Newcomb, *Industrial Conflict: A Psychological Interpretation*, The Condon Co., New York, 1939, pp. 117

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CHAPTER III

PRESENTATION OF THE DATA FROM THE WORK AND SOCIAL ENVIRONMENTS OF THE GROUPS

1. Presentation of the Data from the Work Environment

The data collected concerning the work environment were examined and they revealed many significant factors. There follows a discussion of these findings.

A. Results from the Responsibility Analyses

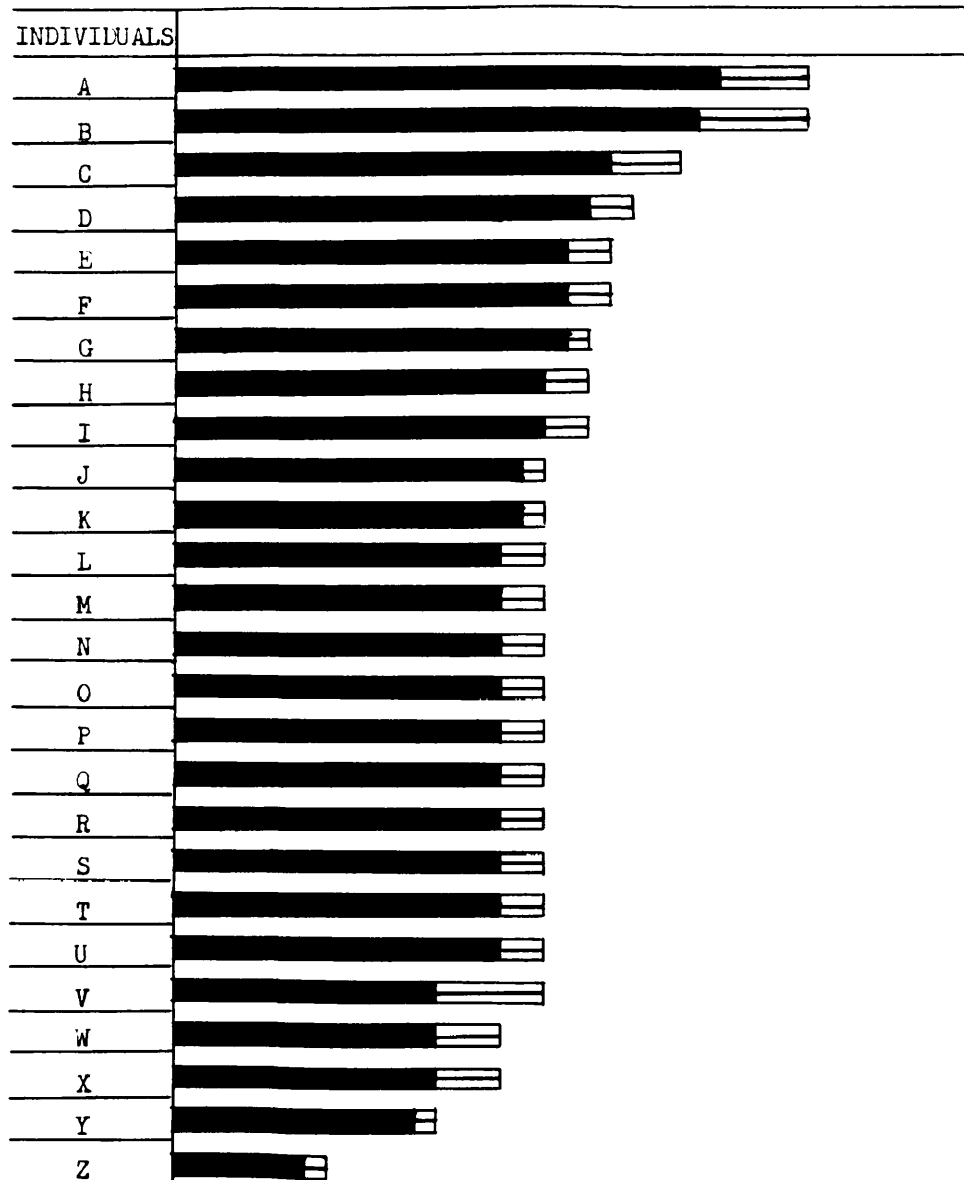
The responsibility analysis forms which were completed by all persons participating in the study, provided information regarding work loads, individual interpretations of responsibilities, comments about inequalities in responsibilities and the administration's interpreted scope of the informant's job. The significance of these variables will be discussed separately.

1. Work Schedules

A graphic presentation of this condition can be seen in Chart III in this chapter and in Table IV in the Appendix. In relating the size of the work load of the individual to the number and intensity of his expressed grievances, evidence indicated that the size of the work load was not a significant factor. Members of the group with average work loads expressed as many grievances as those persons with very light or extremely heavy work loads. Differences in amount of work done by group members did not appear an effective predictor of the number and intensity of individual grievances in the group.

CHART III

DISTRIBUTION OF TEACHING AND COMMITTEE RESPONSIBILITIES OF VARIOUS INDIVIDUALS IN GROUP A



SCALE

■ 1/8" = 1 HOUR TEACHING PER WEEK

▨ 1/8" = 1 COMMITTEE

Table V demonstrates the lack of relationship between work load and the number of grievances:

TABLE V¹

RELATIONSHIP OF WORK LOAD AND
NUMBER AND INTENSITY OF GRIEVANCES IN GROUP A

<u>Member</u>	<u>Work Load Rating</u>	<u>No. and Int. of Grievance Rating</u>
1	5	5
2	5	5
3	4	5
4	3	5
5	1	4
6	2	5
7	4	5
8	2	5
9	3	5
10	4	4
11	4	4
12	3	5
13	3	5
14	4	5
15	3	5

Work Load Rating

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Light Load					Heavy Load

Grievance Rating

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Few Grievances With Little Intensity					Many Grievances With Strong Intensity

Test of Significance

$$P = .50 < < .30 \text{ for } \chi^2 = .600$$

There appears no reason to reject the Null Hypothesis

¹ An explanation of Table V can be found in the Appendix, p. 81.

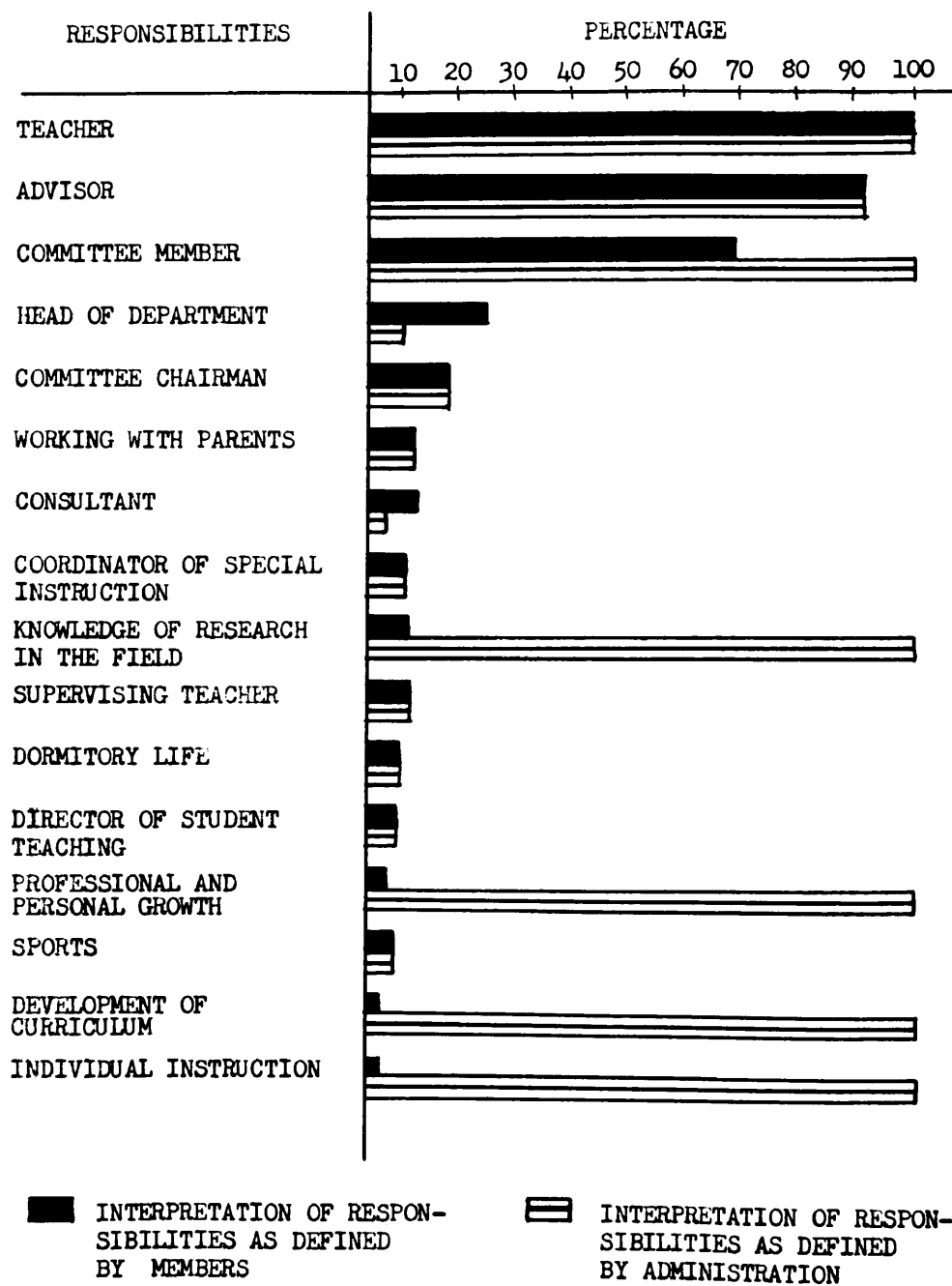
2. Interpretation of Responsibilities

There was a significant relationship observed in the agreement between the member's interpretation of his responsibilities to the scope of his job as interpreted by administration and his performance in his job. Evidence pointed toward the fact that when persons were aware of the scope of their positions, there was less evidence of confusion in the work area. Chart IV in this chapter and Table VI in the Appendix give a graphic representation of the Relationship of Position Responsibilities As Defined by Members of Group A and the Interpretation of Responsibilities as Defined by Administration. Some of the most important elements of the positions were not mentioned by the majority of the staff members. Examples of some of the inconsistencies found between the positions described by administration and those described by members of the staff were:

- (1) 2.7% of the staff members noted that their jobs were concerned with the development of curricula. Administration believed that this function was the concern of every teacher.
- (2) 5.4% of the staff members noted that a part of their responsibility to the institutions was to grow professionally and personally. Administration believed that this function was the concern of every teacher.

CHART IV

RELATIONSHIP OF POSITION RESPONSIBILITIES AS DEFINED BY MEMBERS
OF GROUP A AND THE INTERPRETATION OF RESPONSIBILITIES AS DEFINED
BY ADMINISTRATION



- (3) 10.8% of the staff members noted that keeping up with research in their respective fields was an essential element of their positions. Administration believed that all staff members should be keeping up with research in their various fields.

In Group B, the relationship of position responsibilities as defined by members of the group and the interpretation of responsibilities as defined by administration was high. Administration reviewed the interpretations made by each member of the group regarding his job, and the agreement was reached that the interpretation was accurate.

3. Absenteeism and Turnover

Studies by Fox and Scott¹ and Mayo and Lombard² involving hourly paid workers pointed out the usefulness of indices such as absenteeism and turnover as predictors of group effectiveness. These symptoms were studied for the purpose of determining their usefulness in understanding group behavior in higher position levels. The number of days in which members of the groups did not report for duty was negligible. The average absence per member in each group was approximately one day per year. Absenteeism did not seem to be a problem and did not manifest itself as a symptom of lowered effectiveness. In a similar

¹ J. B. Fox and J. F. Scott, "Absenteeism: Management's Problem", Harvard Business School, Business Research Series #29, 1943

² L. Mayo and G. Lombard, "Teamwork and Labor Turnover", Harvard Business School, Business Research Series #32, 1944

manner, short range turnover did not become an adequate predictor. No member in either group resigned during the course of the eight month period. Small changes were seen only on a yearly basis. The turnover rate was about seventy-five percent among the new members at the end of the year in Group A; there was no turnover at the end of the year among the older members of Group A; and there was no turnover in the entire membership in Group B.

B. Results from the Follow-Up Interviews

The follow-up interviews that were conducted for the purpose of unfolding information about the work situation revealed the following data:

- (1) There was need for clarification of position relationships. In circumstances where individuals were aware of the organization structure, this need was not expressed.
- (2) Other information was brought to the surface in these interviews that seem related to the social environment rather than the work environment. This material will be presented in subsequent chapters.

C. Results from the Group Dimensional Rating Scale

An investigation of the dimensions of the groups were made in order to study the environmental structure. A rating scale of group dimensions was constructed employing⁴ the group descriptions used

⁴ A copy of the rating scale is included in Appendix, pp. 77-78.

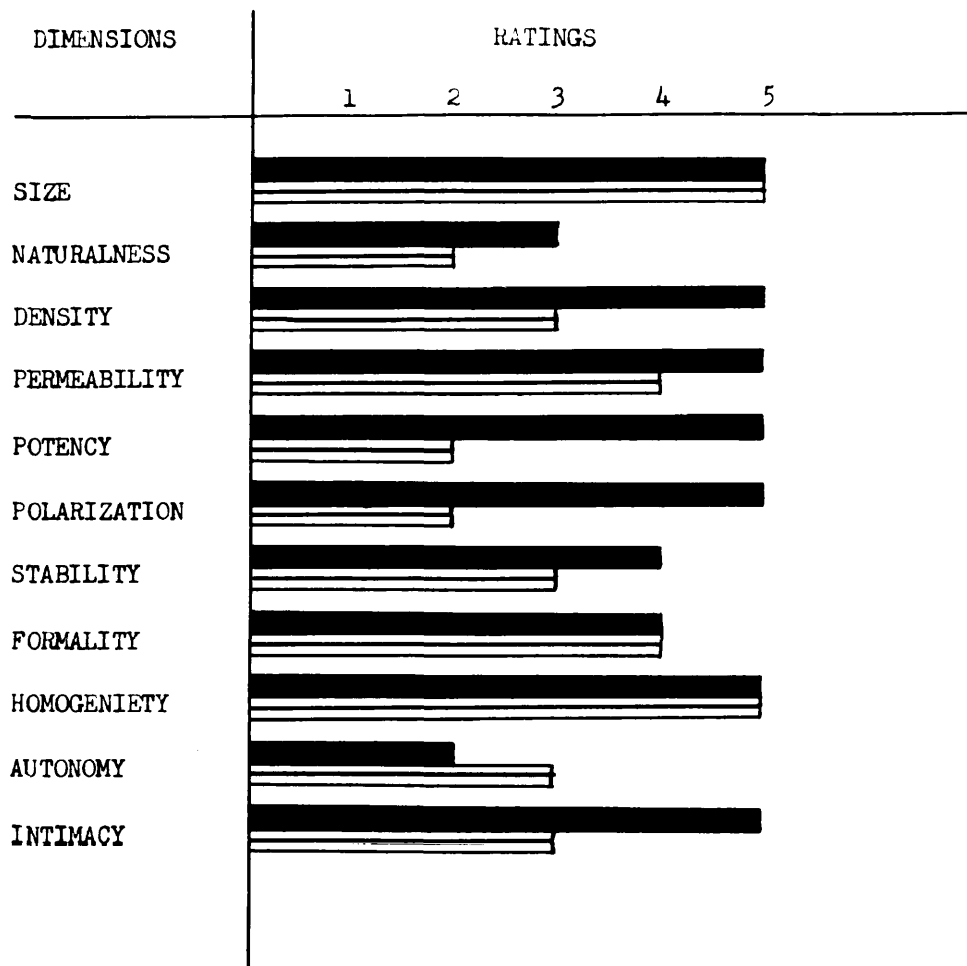
by Sanford and Hemphill⁵. From some of the results of previous studies of group behavior and environmental structure, it appeared that the following variables in the environment would contribute to a favorable climate:

1. Size - smaller groups seemed to lean toward more effective conditions.
2. Naturalness - the more spontaneous the group formation, the greater seemed the tendency for effective conditions.
3. Density - the more face-to-face contacts, the more effective the relationship in the groups seemed to be.
4. Permeability - the greater the degree of impermeability or difficulty to join the group, the closer knit the organization seemed to be.
5. Potency - the greater the individual identification with the group, the stronger was the tendency toward favorable relations.
6. Polarization - the more common aims the group had, the more effective was its behavior.
7. Stability - the fewer the changes in the group structure, the stronger was the tendency toward favorable behavior.
8. Formality - groups with formal structure appeared to have more effective working relations.
9. Homogeneity - the more homogeneous the group, the greater was the apparent tendency for effective group behavior.

⁵ Filmore Sanford and John K. Hemphill, *Psychology for Leaders*, University of Maryland, College Park, Maryland, 1948

CHART V

STRUCTURAL RATINGS IN ENVIRONMENT



RATING TOTALS:

GROUP A - - 36

GROUP B - - 48

GROUP A GROUP B

10. Autonomy - the groups seemed to work more effectively when they had little outside control.

11. Intimacy- the groups which allowed for small, intimate relationships among members, tended to have better working relations.

The Group Dimensional Rating Scale was developed in order that values could be assigned these variables of structure and in order that an indication of the effect of the environmental structure upon group behavior might be made. The Scale was subjected to "trial runs" for the purpose of determining its applicability for use in this study. The Scale was pretested in eight groups for the purpose of discovering difficulties that might be encountered in its use. Some of the terminology that was originally employed in the Scale was changed as a result of the pretesting and more concise definitions of the dimensions were constructed. The revision of the Scale was used on the groups participating in this study. Chart V in this chapter and Table VII in the Appendix demonstrate the results of the evaluation which were:

- (1) Group A had the total score of 36 points out of a total possible 55 points.
- (2) Group A was rated deficient in the following dimensions:
 - (a) Naturalness
 - (b) Potency
 - (c) Polarization
- (3) Group B had the total score of 48 points out of a possible 55 points.

(4) Group B was rated deficient in the autonomy dimension.

The analysis of the Group Dimensional Rating Scale seemed to indicate that Group A had the following environmental deficiencies:

- (1) The group had a low naturalness rating. According to the evidence mentioned previously we would expect this to contribute to the behavior of the group. When a group is formed spontaneously as a function of the needs of all of its members, there is knit within its structure a factor contributing to top performance.
- (2) The group had a low potency rating. Whenever there is only a slight degree of member identification with the group, there is a tendency toward lowered group efficiency, according to the previously mentioned study. The group had some evidence of member identification on the part of some of the older members, however, this potency factor seemed to be necessary through the entire group.
- (3) The group had a low polarization rating, which became evident in terms of the presence of only a small amount of group goal orientation. Although the general aim of the group appeared to be the same, the means of reaching the goal seemed to be different.

The analysis also indicated that both groups were influenced by outside control, or in other words, were groups not completely autonomous.

The research mentioned previously showed the possibility of influence of this variable upon group behavior.

D. Summary of the Work Environment Data

The function of this portion of the study was to reveal those factors in the work environment of Groups A and B that seemed significant to group behavior. The following statements indicate an attempt to summarize these findings:

- (1) Difference in work loads in the groups studied was not considered a significant factor contributing to the intensity of number of grievances of members of the groups.
- (2) The level of autonomy of the groups influences the behavior of the groups. The imposed policies placed upon the personnel by the organization appeared as a significant factor.
- (3) Absenteeism did not seem a problem and did not manifest itself as a symptom of lowered effectiveness in the groups studied.
- (4) Short range turnover did not become an adequate predictor of group behavior.
- (5) The understanding by the individual of his job responsibility and of the relationship of all other members to the group was a significant factor in group behavior.
- (6) Environmental structure deficiencies such as low naturalness in organization of the group, low group potency, low group polarization and low level of group autonomy appeared signi-

ificantly influential in group behavior.

II. Presentation of the Data From the Social Environment

A. Analysis of Grievances

The grievances in Group A were tallied under a number of categories. Since the participants expressed their ideas in varying ways, it was necessary to summarize these data under special headings. These categories of grievances were established by using the following procedure:

Such grievances as "He (the administrator) cannot make decisions," and "The administrator is weak," were categorized under the major heading of "Ineffective Administrative Leadership." In a like fashion, the other grievances stated by the members of the group were placed under logical headings in order that a summary could be made of the whole list of grievances.

The following headings were determined empirically:

Ineffective administrative leadership

Lack of knowledge about duties and responsibilities

Unequal and heavy work loads

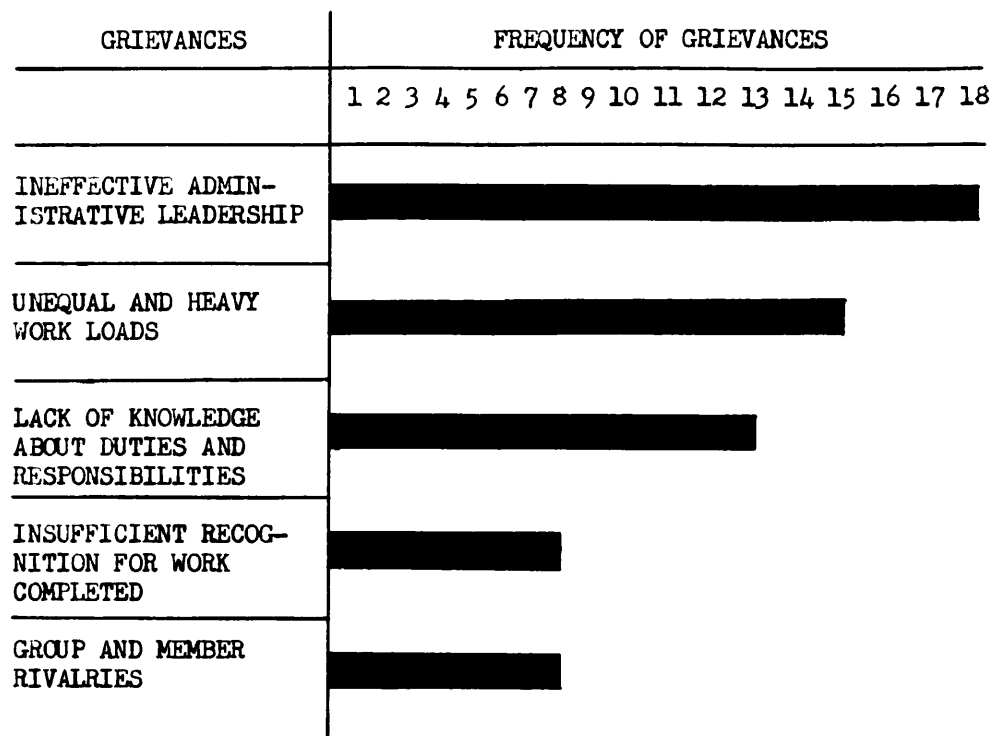
Insufficient recognition for work completed

Rivalries among members of the group

A graphic analysis of the grievances in Group A can be seen in Chart VI in this chapter and in Table VIII in the Appendix.

CHART VI

GRIEVANCES IN GROUP A



Each one of these grievances will be discussed separately.

1. The grievance that was expressed most often by the members of this group was involved in the area of administrative leadership. The interpretation of elements of this grievance will be dealt with in Chapter IV.
2. In the discussion of work environment, considerable emphasis was placed on the fact that knowledge of the scope of the job was a significant element in group behavior. This particular factor is mentioned again because it appeared on the list of grievances affecting social structure.
3. The grievance of unequal or too heavy work load appeared many times. A study of this variable was made in terms of the work environment with the evidence indicating that the actual difference in work load was not a significant fact within itself.
4. A sizeable number of grievances was classified as insufficient recognition for work done. The general feeling among the group centered about the belief that to work hard and progressively in your field was unrewarding. They claimed that administration was not sympathetic with personal growth. They also claimed that members within the group highly criticized the work of other members. They complained that to achieve within the group was not only unrewarding but difficult.
5. Rivalries among the members of the group was considered as

a major grievance. The rivalry took on shades of hostile individual and group behavior. Members of this small group would meet in the halls without speaking, some would speak profanely or would offend others in public. Members in the group, however, complained of this behavior.

The grievances expressed frequently in Group B were as follows:

1. A grievance expressed by new members of the group was that if a member had an idea that he really believed in and the remainder of the group did not see its implications, that the idea would be lost. They felt that since group decision was considered important, any one idea not taken in by the whole group might be excluded.
2. A number of grievances arose concerning the rating of new members in the group. Many of the older people thought that the rating of the newcomers should be held up for at least six months. In order that they could become better oriented to the performance of the new people, the regular members wanted an extension of time before evaluation.
3. A number of grievances were concerned with the lack of opportunity for advancement within the organization.

In general, the writer found it difficult to classify many remarks made by members of Group B as grievances. The remarks were not voiced as such but rather as suggestions.

B. Analysis of the Number of Chronic Complainers

1. The individuals included in the definition of chronic complain-

ers were those persons who presented a minimum of five complaints and whose complaints were of the character and intensity of major grievances. A grievance was considered of major importance when it met at least one of the following criteria:

- a. Expressed by many members of the group.
- b. Expressed frequently by any one member of the group.
- c. Expressed in a hostile manner.

Each complaint included in the tally was one which had an impact upon the group at large or at least a fair proportion of members. According to the above definition, 44% of Group A could be considered chronic complainers.

2. According to this definition, no members of Group B could be considered a chronic complainer.

C. Presentation of Personal Records

The writer obtained the information for the personal records by directly observing the members of the groups in varying situations, from interviews and conferences with members of the groups, from secondary sources, i.e., from reports from other members and reports from administration. The writer was in a position to be a neutral person in both groups and was not responsible to either administration or the general group. Because of this a larger degree of objectivity was

possible. The individual personal records from both Group A and Group B were developed using a general outline similar to the Harvard Business School case study procedure, taking into consideration the historical setting in which the situations appeared. The writer also followed through with an interpretation of the possible factors which seemed to influence the behavior of the member concerned and concluded with possible activities and suggestions which might tend to direct the behavior toward group orientation. The general outline considered was as follows:

1. Historical setting of the record - this included background information regarding a brief summary of the individual's work history and any other pertinent information of a historical nature that could be gathered.
2. Anecdotal record - this included a recording of actual situations and events that took place with regard to the individual during the period of the study.
3. Diagrammatical representation of the forces which appeared to have an influence upon the individual's behavior.
4. Construction of possible actions to be taken for more effective behavior in the group.

The Personal Records can be found in the Appendix.

Table IX, which follows, summarizes the grievances and needs as seen in the individual personal records.

TABLE IX

SUMMARY OF GRIEVANCES AND NEEDS EXTRACTED FROM THE INDIVIDUAL PERSONAL RECORDS

Personal Record Numbers	Ineffec- tive Lead- ership	Grievances			Insuffi- cient Rec- ognition	Rivalries Among Members	Need for Recognition	Needs			
		Lack of Knowledge of Duties	Unequal & Heavy Work Loads					Need to Feel Be- longingness	Need to Feel Informed	Need for Status	Need to Feel Stron Leadership
No. 1-A	x		x		x	x	x	x	x	x	x
No. 2-A	x	x	x		x	x	x	x	x	x	x
No. 3-A	x	x				x		x	x		x
No. 4-A	x	x						x	x	x	x
No. 5-A	x	x			x	x	x	x	x	x	x
No. 6-A	x		x		x	x	x	x		x	x
No. 7-A	x		x		x	x	x	x		x	x
No. 8-A	x	x			x	x	x	x	x	x	x
No. 9-A						x	x	x	x	x	
No. 1-B					x	x	x			x	
No. 2-B							x			x	
No. 3-B									x		
No. 4-B	x				x	x	x			x	x
No. 5-B	x		x		x	x	x	x	x	x	x

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"Group Dimensional Rating Scale", Appendix.

E. Mayo and G. Lombard, "Teamwork and Labor Turnover," Harvard Business School, Business Research Series #32, 1944.

"Relationship of Work Load and the Number and Intensity of Grievances in Group A," Appendix.

Filmore Sanford and John K. Hemphill, *Psychology For Leaders*, University of Maryland, College Park, Maryland, 1948.

CHAPTER IV

GENERAL INTERPRETATION OF DATA

I. Interpretations of the Data of the Social Environment

From the data presented in Chapter III, assumptions regarding certain group trends or patterns of group behaviors were made. Following is a summary of the interpretations that were made on the basis of these data:

A. Analysis of the Personal Records in Group A

In Group A, the following group patterns seemed dominant:

1. A tendency for new members to lack orientation to the group and not to be given opportunity to become oriented.¹

The evidence indicated that new members were brought into the group without an introduction to the aspects of their jobs and without full opportunity to use their abilities in their jobs. They either were not oriented or were held back by older persons. The new members stated that whenever they came up with new ideas or procedures, judgments were passed harshly by older members of the group.

The problem of poorly oriented group participants seemed to be significant. Without knowledge of the values of the group, it would hardly be more than a chance factor that would permit a new member to adjust rapidly to the group. The writer

¹Refer to Personal Records 2-A, 3-A, 4-A, 5-A and 8-A.

sensed a kind of trial and error behavior in effect with only a few guide posts to assist in the adjustment process. Once confronted with a wrongly interpreted piece of action, the new member tended either to withdraw as much as possible as an active participant or to become aggressively defensive. Members appeared to be insecure in a confused social environment.

2. A tendency for older members of the group to feel a threat to their status.² The evidence as viewed in the case studies indicated that the greatest source of threat to these members of the group came from the new members. The newcomers brought with them different ideas and knowledges, many of which did not coincide with the older thinking. The writer believed that when the very teaching materials and methods were questioned that the feeling of job inadequacy and eventually job insecurity became a problem. Since the new jobs that were created were not clearly defined by administration, the older members of the group were protective of their own jobs. All of this resulted in efforts to keep the new people at the bottom of all activities, to withhold encouragement, and to be hypercritical of their ideas and teaching. This hypercritical atmosphere carried over many times into the personal life of the new member.

² Refer to Personal Records 1-A, 2-A, 4-A, and 7-A.

3. A tendency for the members of the group to hostilely attack

other members.³ This tendency seemed to be a symptomatic expression of more basic group etiologies such as threat to status, lack of orientation, lack of adequate communication, etc. There were several cliques formed within the group which appeared to be small protective leagues. The writer's experience with these cliques indicated that the aims of each were not goal-oriented. They seemed to have formed throughout the group for the major purpose of defending the ideas and methods of the participants. There was a tendency for the groups to form as a function of age and tenure, rather than departmental interests. Men and women were dispersed throughout all of the small groups. The cliques did not seem to be formed for mutual growth and development, and members had acquired strong attitudes about the organization, administration and members of the parent group.

4. The behavior exhibited in all of the anecdotal records pointed

away from spontaneous group formation for the purpose of the discussion of business.⁴ When spontaneous groups did form, they appeared to be oriented toward protecting functions that seemed threatened. In no reported incident were the results of the discussions from these spontaneous groups communicated in writing or otherwise to the group at large.

⁴Refer to Personal Records 1-A, 2-A, 3-A, 4-A, 5-A, 6-A, 7-A, 8-A and 9-A.

Meetings concerning important functions of the group were called by administration.

5. Under the previously noted tendency, mention was given to the lack of communication between small groups and the group at large.⁵ This appeared to encourage the development of individual and small group antagonisms and to reinforce insecurities of the members. With reference to the general area of communication, the writer sensed a lack of free flow of information in both vertical and horizontal positions in the group. Information tended to sneak out to members who were on the spot at certain times, hence resulting in the general feeling among members that they were ill-informed.
6. The repeated statements of the older members seemed oriented toward an attitude of "it won't work."⁶ The writer was not aware of the urge on the part of the membership to give a series of trials to newly proposed methods or solutions. The only inclinations which seemed optimistic in nature occurred when a return was made to an old procedure or ideas. The older members tended to be most optimistic when they returned to familiar ground on which to operate.

⁵ Refer to Personal Records 1-A, 2-A, 3-A, 4-A, 5-A, 6-A, 7-A, 8-A, and 9-A.

⁶ Refer to Personal Records 1-A, 2-A, 4-A, and 7-A.

This brought to focus another general tendency that will be mentioned next.

7. A tendency to resist change.⁷ Many of the older members of the group appeared to be reacting to insecurities in the social environment by attempting to anchor themselves to familiar ways of doing things. Much energy seemed to be directed toward exploring reasons why change should not occur.

B. Analysis of the Personal Records in Group B

In Group B, the following group patterns seemed dominant:

1. A tendency toward the enthusiastic, spontaneous formation of committees or small groups for the purpose of getting ideas formulated and work accomplished.⁸ Evidence of this kind of group activity was seen when the group wanted to reorganize its evaluation or rating procedure. This need was realized and discussed at the regular meeting of the group. A committee was formed to study this problem and the writer was asked to contribute ideas. Within one month the committee had laid its plans, reported to the major body, revised the plans several times and had the procedure in operation. In the group and sub-group meeting, frank criticism was given to various proposals made by members, how-

⁷ Refer to Personal Records 1-A, 2-A, 4-A and 7 A.

⁸ Refer to Personal Records 1-B, 2-B, 3-B, 4-B, and 5-B.

ever, a common acceptance of a plan of action was secured and put into effect. The group had many spontaneously formed social get togethers throughout the year. At these gatherings, each members of the group appeared comfortable and relaxed and seemed to be able to be himself.

2. A tendency toward group and individual optimism.⁹ There appeared an atmosphere of assurance that the administrators within the organization were capable and efficient. If some concern did arise about ineffective operations, the group seemed capable in handling the necessary adjustments.
3. A tendency for older members of the group to feel a threat to status.¹⁰ There seemed to be a notion within the group that any change in the environment, whether it be a change in desk arrangement, telephone accommodations, procedure, etc., may be directed toward lowering the member's status within the group. Management levels had become important to the members of this group, and any move that took on the personal coloring of a demotion, became a threat to status. It should be mentioned here that there was no evidence of actual steps, on the part of administration, to demote the members of the group in their positions.
4. A tendency for members of the group to be well informed in

⁹ Refer to Personal Records 1-B, 2-B, 3-B, 4-B, and 5-B.

¹⁰ Refer to Personal Records 1-B, 2-B, 4-B, and 5-B.

their jobs.¹¹ This was characteristic of all members of the group. There was no apparent lack of position information in the work environment of these people.

5. A tendency for members to feel that they are blocked in the opportunities for advancement.¹² Members expressed ideas that they had gotten as far as they could in their positions and that there was not room for advancement. Many expressed their frustrations about this factor by aggressive forms of behavior.

II. The Interpretation of Data of the Work Environment

The data in the work environment pointed toward the influence of the factor of the mechanics of operation upon group behavior. An interpretation of these elements will now be discussed.

A. Work Schedule

A large number of members of Group A expressed grievances concerning their work loads. The evidence in this study indicated, however, that this factor was not, in itself, significant. Since this grievance did appear frequently, it seems plausible in face of the evidence, that this factor was a symptom of a more fundamental cause. The writer believes that by expressing complaints as socially acceptable as those concerned with work, members of the group were supplied with an outlet for deeper frustrations. It appeared difficult for some members of the group to

¹¹ Refer to Personal Records 1-B, 2-B, 3-B, 4-B, and 5-B.

¹² Refer to Personal Records 1-B, 4-B, and 5-B.

offer criticisms of administration or fellow members. As a result of this, the tendency toward sublimated behavior on a group and individual basis was a means of relieving tensions.

B. Interpretation of Responsibilities

Another element of importance to group functioning was seen to be whether or not the individual had a realization of his job activities. If a member of the group did not realize the components of his job and the relation of his job to other members of the group, it did not seem likely that he could function adequately in his job. This implies that administration should provide a definition of every position for every member of the group. In this way, the new member and the older members can obtain an orientation to a part of the work environment and can be afforded a realization of their positions in relation to others.

C. Structure of Environment

In view of the weaknesses seen in the environmental structure of both groups studied, interpretations and possible suggestions can be made. With regard to the low naturalness ratings of the groups that are not formed spontaneously as a function of the needs of its members, the suggestion is provided that administrators study the value of their groups. Even though members come into an established group, the administrators can see that the needs of their people are met. Recognizing the needs expressed by members of the groups in this study, administrators may find it pertinent to weave substantial filaments into the

fibre of their organization. From the personal records in this research, and from the literature the following needs of the groups can be postulated:

- (1) The need to be recognized for a job well done.¹³ This does not imply that the administrator must be constantly praising his staff, but it does mean that sincere appreciation of effort pays off. Intelligent adults appear to have difficulty in accepting recognition unless it is sincere and meaningful.
- (2) The need to feel belongingness in a status group.¹⁴ This implies that the member of the group must believe that to be a part of the organization is a worthwhile function. The administrator in taking care of this need must, therefore, not only feel this himself, but must show that he feels it. It appears that the closer identified the member is with the group, the more goal oriented is his behavior in the group. When the member's associates outside of the group begin to envy him his job, he will tend to be more and more group conscious. One way for the administrator to construct this group pride is to develop a sound basis for operation in the area in which the organization functions. People

¹³ Refer to Personal Records 1-A, 2-A, 5-A, 6-A, 7-A, 8-A, 9-A, 1-B, 2-B, 4-B, and 5-B.

¹⁴ Refer to Personal Records 1-A, 2-A, 3-A, 4-A, 5-A, 5-A, 7-A, 8-A, 9-A, and 5-B.

usually like to work in a group or for a group. For many purposes there is derived a satisfaction of greater strength of endeavor when there is an organization. The group or departmental structure, then, is an excellent opportunity for satisfying the need to belong.

(3) The need to be well informed of the group operations.¹⁵

Group members want to know what is going on in the organization. They lose considerable group identification when they find out, from an outside source, information that they should know about their group. Communications should not be sporadic, but should be all inclusive. This can be handled best by holding information-giving meetings regularly where fundamental functions are discussed. Members of the group soon assume, when peripheral items are discussed, that the group sessions are a waste of time and effort. The administrator should try to give the facts before group gossip can start and malignantly destroy a function.

(4) The need for status.¹⁶ This appears different than the need for recognition, and seems closely tied up to the element of security. With members of groups in the upper job hierarchy,

¹⁵ Refer to Personal Records 1-A, 2-A, 3-A, 4-A, 5-A, 8-A, 9-A, 3-B, and 5-B.

¹⁶ Refer to Personal Records 1-A, 2-A, 3-A, 4-A, 5-A, 6-A, 7-A, 8-A, 9-A, 1-B, 2-B, 4-B, 5-B.

the threat to status seems an extremely important factor in breeding insecurity. The fight to eliminate status threat leads to all forms of frustrated behavior. The administrator can reduce this threat by informing each member, periodically, of his performance in the group. This infers that all members must know what they are supposed to be doing.

It appeared in this study that the participants not only wanted to know what was going on in the organization, but how well they were doing. It seems, therefore, that an important role of the administrator is to define the various levels of operation, and evaluate his people in terms of their performance in the operation.

- (5) The need to feel strong leadership.¹⁷ This need was expressed many times, and seemed important enough to devote a large portion of this chapter to its definition. A discussion of this element will follow later.

If the above needs are satisfied, at least in part, the organization will find compensation for the environmental deficiency of naturalness.

In terms of the low polarization rating, the writer believes that in view of the evidence presented in this study, that the administrator must consider the following steps for setting up a group goal:

- (1) Define the goal in clear terminology. This step includes an explanation of the limits of the goal, the amount of time to

¹⁷ Refer to Personal Records 1-A, 2-B, 3-B, 4-B, 5-B, 6-B, 7-B, 8-B, 4-B, and 5-B.

be allowed for its accomplishment, and the end results expected as a function of its adequate completion. By holding meetings in which the goal is discussed and by following these meetings with clearly written communications, members of the group stand a better chance of knowing what is expected.

(2) Report periodically on the group's progress toward the goal.

This step provides a means of keeping the goal in sight as well as keeping the members well informed of the activities of the group as a whole.

(3) Give the group recognition for satisfactorily reaching the goal.

Recognition of the group is quite frequently forgotten. It is equally important to reward the group as to reward the individuals within the group. Stronger identifications can be formed as a result of this group recognition.

Unless these steps are taken, it seems natural for individuals, even though they know the general aims of the groups, to seek and use different means of reaching the goal. This may result in chaotic forms of group behavior.

Whenever there is only a slight degree of member identification with the group, or in other words, when the group's potency is low, one can anticipate some amount of lethargic group behavior. It has often been stated that in order for a person to be proud of his group, the group must be worthy of his pride. This implies that the administrator must seek to build his organization in order to obtain top efficiency in all

divisions. When individuals in a group know what they are expected to do; when they are periodically evaluated and rewarded in their jobs; and when responsible leaders are allowed to function in their leadership rolls, there should be less chance of the organization becoming weak or lethargic. When this atmosphere is prevalent, identification or potency will increase.

C. Interpretation of the atmosphere of administrative leadership.

The writer believes that the type of leadership experienced by both groups had a part in influencing the behavior of the groups.

Bavelas¹⁸ states very clearly that "any discussion of the relationship between leadership and morale must take into consideration the particular function of the leader in the particular group structure."

Certain factors seem important in the leadership of individuals of high educational background and of above average mental abilities, who work in positions in the upper job hierarchy. From this study it seems that a member of this kind of group desires the following characteristics of the leader:

1. Ability to make decisions that appear meaningful.
2. Ability to adhere to decisions.
3. Ability to follow through with decisions.
4. Ability to act quickly in emergency situations.
5. Ability to impress others that actions are goal-oriented.
6. Ability to be consistent in decisions, rewards and punishment.

¹⁸ Alex Bavelas, *Civilian Morale*, Houghton Mifflin Co., New York, 1942, Ch. 8.

7. Ability to define and set meaningful goals.

When the needs of the members of groups are summarized from the studies mentioned in Chapter I, the following elements seemed important to members of groups in a democratic society:

1. The need to feel that he can advance in his work.
2. The need to be recognized for a job well done.
3. The need to feel that he is part of a team.
4. The need to participate in group activity.
5. The need to feel that he is being adequately paid.
6. The need to feel that he is being effectively supervised.
7. The need to know where he stands and what is expected of him.

In this study the writer found confirmation of all of the above listed needs with the exception of the need to feel adequately paid in the job.

During the period of the study, this need was not emphasized and appeared to be less significant than the other needs mentioned. An interpretation of this phenomenon may be that as long as the member of a group feels that he is being paid on a basis equal to others in his field, the problem of salary becomes less significant. If, however, the salary schedule lags behind the average in the specific area, the need becomes more intensified.

The groups studied seemed to have an additional need of belonging not only to a group, but specifically to a status group. In order for individual identification with the group to occur, it appeared necessary for the group to hold some meaningful status. The importance of building

a strong operational base for the group, therefore, becomes even more imperative.

Another element of factor appeared to have significance in the behavior of the groups. Behavior seemed less chaotic in situations where changes in the environment occurred without causing severe impacts upon the members of the group. This implies that the individual member needs to feel that he will fit into a changing environment without losing his status in the group. There appeared to be a relationship between the acceptance of change and the amount of previous understanding about the change.

From this study, elements or factors which effect the behavior of groups have been postulated. This information should provide additional insights into the problems of human relations. Further investigations of these variables on other hierarchies and with other groups are needed before ultimate generalizations can be made.

BIBLIOGRAPHY

**Alex Bavelas, Civilian Morale, Houghton Mifflin Company, New York,
1942, Ch. 8.**

APPENDIX



Executive and Managerial Occupation Evaluation



Executive and Managerial Occupation Evaluation

[REDACTED]

Executive and Managerial Occupation Evaluation

Name _____

Title of Position _____

Department _____

Qualifications Required for Position:

1. Educational Requirements:

What educational level is necessary.

List courses that are helpful or essential.

2. Previous Work or Training at [REDACTED] that
You Feel Was Necessary For This Position.

3. Previous Outside Work Experience That You Feel is Necessary:

List the Persons Under Your Direct Supervision. Give Their Job Titles and the Amount of Time Spent In Supervising Them.

Give Name and Job Title of Your Immediate Supervisors. How Often and When Do You Consult Him?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

What is Your Most Important Duty or Task That You Perform in Your Position?

What Is The Purpose of This Task?

When and How Often Do You Perform This Task?

What Aids Such As Pamphlets, Guides, Railroad Time Tables, etc. Do You Use In Completing This Task?

5.

Describe What You Actually Do in This No. 1 Task.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

What Is Your 2nd Most Important Task?

What Is The Purpose of This Task?

When and How Often Do You Perform This Task?

What Aids and Guides Do You Use?

7.

Describe What You Actually Do In This No. 2 Task.

List The Other Tasks That You Perform In The Order of Remaining Importance, Following The Same Procedure As Was Used In Describing The Previous Tasks:

9.

10.

Give Any Further Information That You Feel Pertains To Your Position
That Was Not Covered In Your Previous Descriptions.

TO MEMBERS OF THE FACULTY:

As some of you know, Miss Carl, who is working for her doctorate at the University of Maryland and who has had considerable experience in personnel work in both industry and college, is making some studies here of responsibilities and lines of communication. This will be of value to her in her graduate research, but it will also be of value to us as we plan our redistribution of responsibilities in line with our additional administrative people.

Miss Carl has been able to interview deans, directors, heads of departments, etc., but she probably will not have the time to interview separately every person on the faculty. It will help materially, therefore, if you will fill in the enclosed blanks and return them to me within the next ten days.

Sincerely yours,

JOB ANALYSIS

Name _____ Date _____

Position or Title _____

Department _____

RESPONSIBILITIES

List the responsibilities that you have in the efficient functioning of the College:

1.

2.

3.

4.

5.

SPECIFIC DUTIES

A.

1. What is your most important duty?

2. How much of your time per week is given to this duty?

a. In preparation

b. In actual performance

B.

1. What is your second most important duty?

2. How much of your time per week is given to this duty?

a. In preparation

b. In actual performance

C.

1. What is your third most important duty?

2. How much of your time per week is given to this duty?

a. In preparation

b. In actual performance

D.

1. What is your fourth most important duty?

2. How much of your time per week is given to this duty?

a. In preparation

b. In actual performance

ADDITIONAL REMARKS

Write any additional comments about responsibilities, duties, and other aspects of your job not previously mentioned.

Definitions of the Dimensions for the Use of the Group Dimensional
Rating Scale

1. SIZE - the number of members in the group.
2. NATURALNESS - the degree to which the group was spontaneously formed by present membership.
3. DENSITY - the degree of frequency of face-to-face contacts in the group.
4. PERMEABILITY - the degree of difficulty for members to get into the group.
5. POTENCY - the degree of member identification with the group.
6. POLARIZATION - the degree to which group has common aims.
7. STABILITY - the amount of change taking place in the organization involving turnover and environment and social changes.
8. FORMALITY - the degree of structure given to the group via constitutions, by-laws, etc.
9. HOMOGENIETY - the degree to which educational backgrounds and job levels of the group members are similar.
10. AUTONOMY - the degree to which the group is self-sustaining and free from outside control.
11. INTIMACY - the degree to which the members of the group appear generally friendly toward each other.

DIMENSION	SCALE VALUES					POINTS
	1	2	3	4	5	
SIZE	Over 5,000	5,000-1,000	1,000-500	500-100	Under 100	
NATURALNESS	Highly structured organization	More than usual organized structure	Average organizational structure	Slightly structured organization	Organization formed spontaneously	
DENSITY	No face to face member contacts	Few face to face member contacts	Average face to face member contacts	Many face to face member contacts	Daily face to face member contacts	
PERMEABILITY	Anyone can get in group	Almost anyone can get in the group	Can get in group with average ease	Above average difficulty to get in group	Very difficult to get in group	
POTENCY	No member identification with the group	Little member identification with the group	Average member identification	Above average member identification	Strong member identification	
POLARIZATION	No common aims	Few common aims	Average number of common aims	Above average number of common aims	Many common aims	
STABILITY	Persistent change in organization	More than average change in organization	Average change in organization	Less than average change in organization	Little change in organization	
FORMALITY	No formal group structure	Slight group formality	Average group formality	Above average group formality	Strong group formality	
HOMOGENIETY	No group homogeneity	Below average group homogeneity	Average group homogeneity	Above average group homogeneity	Complete group homogeneity	
AUTONOMY	Complete outside control of organization	Considerable outside control of organization	Average autonomy in organization	Below average outside control	Self-sustaining organization	
INTIMACY	No group intimacy	Little group intimacy	Average group intimacy	Above average group intimacy	Very intimate group	

TABLE III

GRIEVANCES IN GROUP A FOR
A TWO WEEK PERIOD

GRIEVANCE	FREQUENCY
Ineffective Administrative Leadership	18
Unequal and Heavy Work Loads	15
Lack of Knowledge About Duties	13
Insufficient Recognition	8
Rivalries Among Members	8

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TABLE IV

NUMBER OF TEACHING AND COMMITTEE RESPONSIBILITIES
OF THE VARIOUS INDIVIDUALS IN GROUP A

<u>Individual</u>	<u>Teaching Hours Per Week</u>	<u>No. of Committees</u>
A	25	4
B	24	5
C	20	3
D	19	2
E	18	2
F	18	2
G	18	1
H	17	2
I	17	2
J	16	1
K	16	1
L	15	2
M	15	2
N	15	2
O	15	2
P	15	2
Q	15	2
R	15	2
S	15	2
T	15	2
U	15	2
V	12	5
W	12	3
X	12	3
Y	11	1
Z	6	1

EXPLANATION OF TABLE _V IN CHAPTER III

The writer recognizes that there is an element of subjectivity in the quantification of information concerning the variation in work load and its relationship to the number and intensity of grievances. The reader should be cautioned, therefore, in accepting the results of the statistical test of significance without taking into consideration the possibility of error through subjectivity.

The following procedure was used to place some degree of objectivity upon the data:

1. Fifteen cases were selected at random, each case providing information regarding the amount of teaching and committee work and the number of grievances.
2. A five band numerical scale was constructed for the purpose of rating the varying degrees of work load.
3. A five band numerical scale was constructed for the purpose of rating the varying degrees of number and intensity of grievances.
4. A Chi Square Test of Significance was computed using a 2 by 2 table as follows:

	Work Loads		
	Average & Below	Above Average	
Average & Below	a	b	
Above Average	c	d	

$$\chi^2 = \frac{N(ad-bc)^2}{(a+b)(c+d)(b+d)(a+c)}$$

5. The following probability limits, accepted by most statisticians

were used: $R^2 \geq .05$ or greater, was considered to indicate that there was apparently no reason to reject the Null Hypothesis.

TABLE II
RELATIONSHIP OF POSITION RESPONSIBILITIES AS
DEFINED BY MEMBERS OF GROUP A AND THE INTERPRETATIONS OF
RESPONSIBILITIES AS DEFINED BY ADMINISTRATION

Responsibilities	% Defined By Members	% Defined By Administration
Teacher	100 %	100 %
Advisor	92	92
Committee Member	69	100
Head of Department	25	10
Committee Chairman	18	18
Working with Parents	12	12
Consultant	12	5
Coordinator of Special Instruction	11	11
Knowledge of Research In Field	11	100
Supervising Teacher	11	11
Dormitory Life	9	9
Director of Student Teaching	8	8
Professional and Personal Growth	5	100
Sports	7	7
Development of Curriculum	3	100
Individual Instruction	3	100

TABLE VII

RESULTS OF THE GROUP DIMENSIONAL
SCALE RATINGS OF GROUP A AND GROUP B

DIMENSION	A	B
Size	5	5
Naturalness	2	3
Density	3	5
Permeability	4	5
Potency	2	5
Polarization	2	5
Stability	3	4
Formality	4	4
Homogeneity	5	5
Autonomy	3	2
Intimacy	3	5
1. Total Rating	36	48
2. Possible Rating	55	55
3. Difference (1) and (2)	19	7

PERSONAL RECORDS CAN BE FOUND BY CONTACTING
THE DEAN OF THE GRADUATE SCHOOL -- M. K. C.